

## **USAID/PHARE Annual Report (for the Period of October 2008 - September 2009)**

### **I. Introduction and year highlights**

The PHARE program had a busy and productive first year of operations. During the course of the year, key program goals were met and the groundwork was laid for fruitful collaboration with important Ministry counterparts for the remaining four years of the contract. This annual report provides an opportunity to review achievements, assess performance, and reflect on both challenges faced and perspectives for the future. All activities were carried out working in close collaboration with the concerned Ministry of Education, Literacy and National Languages (MEALN) departments.

Major achievements in year 1, organized by domain, include:

#### *Improved educational policies and strategies*

- Development and validation of a standards framework for student performance in reading and writing
- Development and validation of accompanying teacher performance standards for reading and writing instruction

#### *Support to improved in-service and pre-service training*

- Completion of three studies related to reading and writing instruction at the elementary level: one on teachers' beliefs and classroom practices in teaching reading and writing, one on students' beliefs about learning to read and write, and one on IFM professors' experiences in teaching the didactic of reading and writing
- Development of a teacher's guide and a series of short student texts to accompany the reading and writing standards
- Development of a teacher self-evaluation tool in regards to the pedagogy of reading and writing
- Development of a series of 7 multi-media modules in the reading and writing pedagogy in the primary school classroom for self-study by IFM language and educational psychology professors
- Revision of the standard model for a Virtual Training Center (VTC) to be established in each Teacher Training College (Institut de Formation des Maîtres / IFM) and preparation of a call for bids for the purchase and installation of the equipment
- Collaboration with the PAMOEFE program to update the National Division of Basic Education / DNEB's website and to incorporate teacher's use of the interactive radio programs in the DNEB database that tracks inservice teacher education

#### *Improved instructional materials for teachers and students in Grades 1 – 6*

- Broadcasts on the national FM radio network (ORTM) of 30 half-hour IRI programs targeting active pedagogy
- Development and production of a series of 120 half-hour IRI programs focused on improving literacy instruction in both the curriculum and the classic elementary instructional programs
- Development and production of a classroom reading kit to accompany the radio programs and including a listeners' guide, cassette and other instructional materials designed to improve reading and writing instruction
- Completion of a feasibility study and an implementation study for the creation of an educational radio channel
- Establishment by the MEALN of an inter-ministerial ad hoc committee to pursue creation of the radio channel
- Completion of an environmental scan on the use of information technology in the education sector

- Completion of a pilot experience with smart phone technology to improve teaching and learning in the classroom
- Establishment by the MEALN of an inter-ministerial ad hoc committee to promote the use of E-learning (information and communications technology) in the classroom

*Development of improved systems of student evaluation*

- Adaptation of the EGRA test instruments to the Malian context through a process of revision and pilot testing
- National administration of the EGRA exam
- Analysis of the results and production of a draft report

*Improved French instruction in Mali's medersas*

- Establishment of working relations with the Union of medersas and other concerned officials and people of influence involved with Islamic education sector
- Development of instruments and data collection for nationwide study on state of medersas in Mali
- Pilot testing of the use of the IRI programs in 10 medersas

*Development of public-private partnerships*

- Signature of a public-private partnership with the William and Flora J. Hewlett Foundation for collaboration on the EGRA testing

*Program monitoring and evaluation*

- Development and submission of the program performance monitoring plan (PMP)
- Development of a draft procedures manual for monitoring and evaluation

*Program milestones*

- Submission in July 2009 of the milestone report on EGRA baseline testing in Grades 2, 4, and 6 in French and Grades 2 and 4 in Arabic
- Submission in August 2009 of the milestone report on development of the teacher competency frameworks in reading and writing instruction

This report covers program implementation during FY 2009. It is organized thematically under the broad intermediate result areas. Expected activities are based on the Year 1 Workplan.

## **II. INTERMEDIATE RESULT 1: Improved Quality of Instruction for Grades One through Six or Improved Instruction to Reinforce Literacy and Numeracy in Grades 1 – 6 (Results 1-14)**

### **II. A. Expected activities for the year by sub-result**

#### **Improved strategies / policies for improving teacher's career path (Sub-result 1.1)**

- Development of competency frameworks for teachers and supervisors
- Initial research to support development of policies on decentralized teacher management

#### **Improved pre-service and inservice teacher training (Sub-result 1.2)**

- Revision of IFM Curriculum
- Development of package of support for IFM Professors
- Establishment or upgrading of IFM Virtual Training Centers (VTCs)
- Improving the teaching of reading

#### **Improve quality of supervision (Sub-result 1.3)**

- Review of models and materials in use

### **Improved instructional materials for elementary-level teachers and students (Sub-result 1.4)**

- Broadcasts of Grade 4 Radio Programs
- Development of radio broadcasts for Level 1<sup>1</sup>
- Exploration of possibilities for autonomous educational broadcasting
- Identify methods and partnerships for using technology
- Conduct environmental scan on use of information and communication technologies in the education sector
- Complete “Smart phone” pilot

### **Improved systems for student evaluation (Sub-result 1.5)**

- Adapt EGRA instruments to Malian context
- Carry out baseline testing in nationally representative sample
- Prepare and disseminate results of EGRA testing

## **II. B. Actual Activities and Achievements**

### **II.B.1) Sub-result 1.1: Improved educational policies and strategies**

PHARE’s work in this domain, particularly around the development of student and teacher frameworks for reading and writings, has been ground-breaking for Mali. In a context where not much thought had been devoted by the system actors to the complexities of reading and writing, PHARE’s work during the first year of operations has enabled the program to focus the attention of critical counterparts on the challenges that good reading and writing instruction present in Mali, and on a series of possible solutions that should bring quantitative change to the reading and writing results in at the elementary level in the years to come.

#### *The student and teacher frameworks for reading and writing instruction*

During the course of this school year, PHARE staff developed with Ministry personnel, a series of frameworks that illustrate exactly what a child learning to read and write should be capable of doing at every level of the elementary academic cycle. The student behavior standards framework for reading and writing defines key activities the student should be capable of completing in a set of nine competencies, which are: language mechanics, fluidity, lexical awareness, text conventions (in reading), comprehension, spontaneous production, style, coherence and clarity, and text conventions (in writing). The framework creates a clear common vision and language for addressing the development of reading / writing competencies.

The development process for the frameworks was a time-consuming one, requiring several workshops with Ministry counterparts to ensure that the expectations in the frameworks are rooted in the existing Malian curriculum and address Malian educators’ intentions and desires for children in **ALL** Malian classrooms. In three separate workshops in the course of the year, program staff and consultants conducted in-depth discussions about the reading and writing process with Malian educators, provided live demonstrations of key concepts (occasionally inviting children into the workshop setting for better explanation of teaching strategies and children’s abilities), and drafted and redrafted content for the frameworks to ensure their applicability to the Malian context. A validation workshop in April of 2009 enabled the highest levels of the Ministry to approve of the document, rendering it a working tool for all production on the theme of reading and writing within the Ministry for the coming years.

#### *Shift of focus in educational policy work*

Beginning in February / March 2009, program staff started consultations with the USAID Education team on the possibility of refocusing PHARE’s educational policy work to be more directly related to the classroom environment. The areas identified in the PHARE proposal focused on decentralized

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<sup>1</sup> Level 1 programs will be used in Grade 1 in the classic schools and Grade 2 in the curriculum schools.

teacher management and teachers' career path and certification. Our consultations with other actors in the education sector, in particular ACDI/PAMOEFE and AFD, revealed that they were already involved in or soon to embark on activities to develop policies in these areas. At the same time, our work in developing the reading / writing frameworks had highlighted the many challenges related to the efficacy of literacy instruction in the classroom. These discussions eventually led to a formal request from EDC in June 2009 to focus our work in the policy area on instructional issues and challenges, particularly those that impact reading and writing instruction and learning.

This shift in orientation for the policy area was approved by USAID in September 2009. The PHARE policy specialist took the lead in developing proposals for seven possible themes in which research or support to policy development from PHARE could assist the Ministry to better focus its actions on questions related to classroom quality. These themes were reviewed by the MEALN during the fourth quarter and the following two themes were selected as priorities for this year:

- Time on task in the primary school classroom and its impact on gains in reading and writing
- Assessment of language needs in elementary schools and the relative linguistic capabilities of the teachers assigned to them

Time and resources permitting, a third theme, was:

- Development of a policy for the use of technologies in the elementary school classroom.

### **II.B.2) Sub-result 1.2: Pre-service and in-service teacher training**

In many ways, the first year of the program served as a year for deepening our understanding of the challenges in Mali related to reading and writing instruction and for organizing the program work in the most rational and effective way to begin addressing those challenges for both pre-service and inservice education. Important outcomes of this work included: a) reorganizing the PHARE program's face-to-face training strategy to make it less dependent on community of learning (CAM) meetings, and b) pinpointing the fact that the barriers to effective reading and writing instruction in Mali are the most severe and persistent in the early grades of school. Based on these key lessons learned, the PHARE program was able to refine its intervention strategy to focus in even greater detail on grades 1-2 and to set in place strong, consensual partnerships with CAP and school officials for face-to-face training in reading and writing that will have an impact on student results.

As a follow-on activity to the development of the frameworks, program staff also convened and hosted several workshops to support the development of a teachers' guide that will serve as the grounding document for all of the PHARE program training in reading and writing for the coming years. The teacher's guide focuses on the principles of balanced literacy (in French, "l'approche equilibree"), a teaching approach that aims to support teachers in reinforcing the nine competencies of the standards framework in a simultaneous and complementary manner. The PHARE program's goal in introducing the principles of balanced literacy in Mali is to develop useful, clear, and simple tools for elementary teachers that will assist them to guide children to reading-writing success as defined by the standards framework, whether teaching in classic or curriculum schools. The teachers' guide, developed in a series of three workshops from April to September, 2009, offers teachers in-depth practical information on different aspects of balanced literacy instruction and includes a section known as "the first six weeks in my class" that will assist teachers in applying those principles even with the youngest readers. The guide includes a teacher self-evaluation tool that will assist the teachers in determining whether they are consistently applying the principles of balanced literacy in their classrooms. It is also accompanied by a story book that enables children to have a positive first encounter in grades one and two with grade-appropriate text and that will serve as a jumping off point for multiple reading and writing activities in the classroom (See story book in Appendix A).

*Qualitative studies on reading and writing pedagogy in Mali*

At the same time the PHARE program was developing the standards framework, teams of program staff and Ministry counterparts were collecting data for three inter-related studies on the actual state of the teaching of reading and writing at the elementary level in Mali. These studies, which greatly informed the teacher performance framework reported on under the policy domain, focused on three key questions:

- a) What are teachers' perceptions and expectations of their students in grades one through six in relation to reading and writing and what are their corresponding classroom practices?
- b) What do students themselves believe they will be able to do in relation to reading and writing? and
- c) What do IFM professors know about the teaching of reading and writing in the first years of school and how do they train their student teachers on this subject?

Over 200 teachers, 500 students, and 70 IFM professors participated in the studies. Result from the three studies informed the on-going development process for the teacher framework in reading and writing, as well as the development (discussed below) of the teacher performance rubric submitted with PHARE milestone report on teacher standards. Key findings included the following:

- Teachers at the elementary level have very little training and support in teaching reading and writing to their students.
- Teachers have almost no understanding of the natural process through which a student passes to become a good reader and writer.
- Teachers strongly believe that teaching reading and writing is a function of constantly correcting young learners on every aspect of their classroom work.
- Teachers by and large do not understand the connection that exists between writing and reading.
- Teachers have little faith that children as young as grade two can write a simple sentence of their own choosing.
- Teachers may provide practice in all of the competency areas referenced in the reading and writing framework, but do so without the structure and consideration necessary to ensure that children are gaining all the competencies required.
- Students have few materials available to support literacy acquisition and are rarely requested to handle challenging tasks in an autonomous fashion.
- Students themselves do not always have confidence that they will one day become readers and writers.
- IFM professors have almost no experience teaching young children to read and write.
- IFM professors have little or no understanding of the methodology required to assist young children to learn to read and write.

The results of these studies led EDC to formally request approval from USAID in June 2009 for a strong orientation of program financial and technical resources to the questions of teaching reading and writing differently in grades 1-2. This request was submitted along with EDC's request to refocus the technical work in the policy area and approved by USAID in September 2009. In summary, the studies demonstrated that for the first two years of school, because training is inadequate, materials scarce, and confidence in children's ability to read and write lacking, teachers do not make fruitful use of the little time they have available for reading and writing instruction, and consequently very little is achieved in terms of literacy acquisition. These results were confirmed by the EGRA test results reviewed later in this report under sub-result 1.5. If the USAID/PHARE program can assist elementary schools and teachers to change this pattern and can help Malian children master key basics (i.e. the alphabet, sound-letter correspondences and the appropriate competencies from the standards framework) in grades one and two, the program will significantly impact all primary school learning and will create a solid basis from which to enhance reading and writing instruction in the upper grades of the primary cycle.

*The multi-media modules for training IFM professors in the instruction of reading and writing in the primary school classroom*

As described in the previous section, one of the PHARE program's findings this year was that IFM professors are by and large uninformed about appropriate strategies and approaches for teaching reading to young learners. In response to this challenge, and as a means of offering concrete solutions for the pedagogical use of the Virtual Training Centers that the PHARE program is installing in all of Mali's IFMs, the PHARE program pedagogy section worked throughout the year with IFM professors and colleagues from the central MEALN offices to develop a series of self-study modules for use by language and educational psychology professors in the IFMs. A five-step process was used to develop the modules:

- a) creation by PHARE staff and consultants of a prototype of a multi-media module,
- b) formative evaluation of the prototype in the IFM of Kangaba,
- c) determination of a scope and sequence of topics related to the pedagogy of reading and writing for a series of modules,
- d) development, based on the approved scope and sequence, of 7 multi-media modules, and
- e) validation with members of the MEALN central offices and the IFMs of the content of the 7 proposed multi-media modules.

The prototype of the multi-media module included an introductory segment, a segment containing theoretical background, a segment focusing on the practical application of the concept at hand in the elementary school classroom, a segment with practical exercises for the learner, and a segment with review and extension questions. The modules were specifically designed to be used either individually or in groups, to be useful on site at the IFM or to be able to be used in an on-line course with off-site moderation. The focus groups that pre-tested the prototypes found them to be easy to use and highly informative. Based on the approval of the prototype, the USAID/PHARE program staff developed 8 additional multi-media modules, all related to the pedagogy of reading and writing. These were validated at a workshop in the Niono IFM in early November, and will become the core of the training for IFM teachers starting in December of 2009. The training will be launched with a 10 day seminar and supported through periodic visits throughout the year.

*Development of the VTCs in the IFMs*

During the course of this year, the USAID/PHARE program began to address the challenge of establishing a Virtual Training Center (VTC) in each IFM as a means of harmonizing access in the IFMs to computer and printer services and to internet. The first step in this process was to inventory all of the existing equipment in each of the 12 institutes. An initial telephone survey proved insufficient, and program and Ministry staff conducted physical counts and interviews with appropriate staff in December 2008 and January 2009. Parallel to this inventory, the team worked with the DNEB and the DEN to update the prototype for the VTCs<sup>2</sup>. Based on this prototype, which determined the number of functional computers, printers, etc. that each institute needed to have, and in light of the inventory completed regarding each center, USAID/PHARE staff developed a call for bids for the installation of a virtual training center in an initial group of five IFMs. The call for bids will be published and awarded during the next quarter. Following observation and review of the results from this first group of IFMs, a call for bids will be issued to establish VTCs in the remaining seven IFMs.

*Reactivating and updating the DNEB website*

In collaboration with the PAMOEFE program and the DEN, PHARE supported reactivation and updating of the DNEB website through a contract with Afribone. This website will include information important for both pre-service and inservice education and reflect the work in teacher training of all actors in the education sector.

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<sup>2</sup> Under the FIER program, VTCs were established in four IFMs.

### **.B.3) Sub-result 1.3 Enhanced supervision for teachers in reading and writing instruction**

Under the year 1 workplan, the primary focus of PHARE's work in supervision was to review current and past models of teacher supervision in Mali. Numerous consultations were held with the PAMOEFE program, which was assisting the DEN to develop training modules for principals and pedagogical counselors that would include best practices in supervision.

In addition, our own work in developing the teacher performance framework for reading and writing instruction and the development of the accompanying teacher performance observation tools laid the foundation for our interventions in improving teacher supervision in year 2. The teacher performance framework includes nine components as follows:

<b>Professional competency scale : Teaching of reading and writing</b>	
A. Creation of an attractive literacy environment	F. Planning and implementing a weekly program in reading and writing
B. Development of interest in reading on the part of the students	G. Evaluating students' competencies
C. Development of interest in writing on the part of the students	H. Communicating with parents and the community
D. Respecting the principles of guided reading	I. Perfecting one's own competencies in reading and writing instruction
E. Respecting the principles of guided writing	

In each category, a certain number of key, measurable behaviors are defined. Teachers' implementation of these key measurable behaviors, (or non-implementation of same), taken in sum, will indicate whether the teacher is still fairly new to the orchestration of balanced literacy activities in the classroom or whether he/she has a mastery of how to organize instruction that will enable students to achieve the goals set out in the student standards.

An initial self-evaluation grid for teacher use and a draft teacher observation tool were developed based on these teacher standards. PHARE staff, working in collaboration with the DEN will refine the observation tool during the next quarter. This tool will become the key document for principals and teacher supervisors as they work to support improved teaching of reading and writing in the classroom and will also be used in PHARE's monitoring and evaluation work and in the CAREF longitudinal studies.

In addition to the development of the teacher observation tool, the USAID/PHARE program staff held multiple meetings throughout the year with staff of the ACDI-funded PAMOEFE program, a program working to enable the CAPs and AEs to better track in-service teacher training in the field. A signature project of this program is the development of the teacher training database in all of the AEs and CAPs of the country. This database serves to register all participants in face-to-face training. USAID/PHARE staff have been working with the PAMOEFE/ACDI staff to enable the database to track teachers participation in USAID/PHARE sponsored trainings, including training via radio.

### **II.B.4) Sub-result 1.4: Development of interactive radio programming, other technology innovations for classrooms, and instructional material**

Interactive radio programming (IRI) is one of the primary technical inputs under the PHARE contract, based on the CNE's evaluation of the positive results of the use of radio and the MEALN's decision to generalize the use of radio for both direct student instruction and teacher training purposes. All of the programs developed under PHARE target these two populations, students and teachers.

#### *Year 1 IRI broadcasts for grade 4*

While new radio programs with a focus on reading and writing were being developed in year 1, PHARE rebroadcast the thirty half-hour IRI programs for Grade 4 produced under the FIER pilot program. These programs introduced teachers to active pedagogy and included strategies such as group work, physical response, role play and brainstorming. In November 2008, one-day workshops were organized targeting principals and teachers from 4867 public and community schools using the classic curriculum. Our monitoring and evaluation data for this year confirmed the actual participation in of 6859 public and community school principals and teachers as follows:

Teacher and Principal Participation in Grade 4 IRI Workshops	
Number of grade 4 Public/Community classical teachers trained	3725
Number of Public/Community classical principals trained	3134
Total Number of Public and Community Teachers and participating in one-day training	6859

Teacher's guides for the IRI programs (one per person) and one radio/cassette player per school were also distributed during the training.

In addition, PHARE distributed a full set of the 3<sup>rd</sup> grade radio programs on cassettes to teachers in the 638 classic and curriculum schools that participated in the FIER pilot program to facilitate the continued use of these programs.

#### *Year 2 IRI broadcasts for Level 1 with a focus on literacy*

In preparation for the Year 2 radio broadcasts, the PHARE program developed and produced 120 half-hour IRI programs focused fully on reading and writing for grade one teachers in classic schools and grade two teachers curriculum schools. The development process for these programs followed the standard process used in interactive radio instruction programming around the world. A scope and sequence for the programming was developed, drawing on elements common to both curricula in use in schools at the elementary level in Mali. Programs were then drafted, recorded, formatively evaluated, revised, and recorded in final version. In parallel, the program carried out negotiations and signed a contract with the ORTM to carry the programs over the national FM network, synchronizing all of the regional stations and using the tv relay stations as possible. The programs will be broadcast beginning November 30<sup>th</sup>, Monday through Friday at 10h15 each day, when school is in session. The broadcasts will continue through the end of the second week in June.

While developing the radio programs, the USAID/PHARE staff also developed the accompanying teachers' guide and teacher's classroom reading kit. The kit includes a cassette with songs and rhymes to reinforce student learning, alphabet cards with upper and lower case letters, and flash cards with frequently used words. In addition, teachers receive a set of laminated posters with the words of all of the songs from the IRI programs and a wooden alphabet board. These materials will be distributed during the trainings held in November 2009. Curriculum schools will also receive radio/cassette players as they were not included in last year's distribution to classic schools.

#### *A dedicated radio channel for educational broadcasting*

In order to facilitate the use of radio in Mali, the program also engaged in significant negotiations with a range of actors throughout the year related to the establishment of a national radio channel for educational broadcasting in Mali. Two studies were conducted to facilitate the establishment of such a channel. The first was a feasibility study to identify the most cost-effective option for the creation of the channel. The study identified establishing an additional channel in collaboration with the ORTM, i.e. sharing and supplementing their existing infrastructure, as being the most feasible option. An inter-ministerial working group was established to further explore possibilities, and this group

recommended a further implementation study to be carried out by ORTM technicians in order to identify site by site what equipment would be needed and estimate costs. Total estimated costs for the project are \$4 million for equipment and another \$3.5 million for transport, installation, insurance and other related costs. Recurrent costs are estimated at about \$60,000 a year. Following the presentation of the results of the second study, the MEALN appointed an ad-hoc committee with representatives from MEALN, the Ministry of Communications and New Technologies (MCNT) and the Ministry of Territorial Administration and Local Government (MATCL) to pursue establishment of the educational radio channel.

The committee held its first meeting in August and recommended that creation of the educational radio channel be incorporated into the PISE III technical and funding scenarios under development. The committee suggested that a member be present at the scheduled Paris-based PISE III planning conference. As a result, the Ministry invited the PHARE Deputy Chief of Party for Administration and Partnership to the Paris conference. The establishment of the channel remains a priority for the program and, indeed, for all of Mali, as it will be the only way the full complement of programs to be produced under the PHARE contract can be broadcast and a maximum number of schools, access the radio programs.

#### *Environmental scan on use of ICTs in the education sector*

The program conducted an environmental scan in the period of November 2008 2009 to February to determine the use of information and communications technology in the education sector. The scan revealed that use, especially in public schools with no outside resources beyond government funds, is extremely limited. However, the scan did indicate that cell phones are a ubiquitous technology with which even very young students and even older members of the teaching force are intimately familiar. The report has been translated into French and will be used next quarter in conjunction with launching the E-learning ad hoc committee.

#### *Smart phone pilot*

Based on the findings in the scan, the program moved ahead during the course of the year with a pilot program for 19 teachers and their school directors in the Kati school district in the use of cell phones for downloading lesson plans from the internet and implementing them in their classrooms. The pilot program proved extremely popular and relatively easy; indeed the most difficult part proved the payments necessary for connecting to the internet over the cell phone. Based on the success of the pilot program, USAID/PHARE will expand the use of cell phone programming to all the districts in the Kati region in the 2009-2010 school year targeting 20 schools per CAP.

#### *E-learning conference*

To enhance the work the program is undertaking in technologies other than radio, USAID/PHARE sponsored the participation of three individuals (one MEALN and two PHARE) in the annual E-learning Africa conference in Dakar in May 2009. At the conference, USAID/PHARE personnel had the opportunity to learn about other technologies that might be of use in the Malian context. One of these, also recommended by a Microsoft colleague during an early visit to the program from Microsoft, is known as N-computing, and allows several monitors to be hooked up to a single PC. USAID/PHARE will be conducting a pilot program with the N-computing solution in the 2009-2010 year including them as equipment in the VTCs to be established in first group of 5 IFMs.

Following receipt of the E-learning conference report, forwarded by the Minister of MEALN to the Prime Minister's Office, the Prime Minister requested the creation of an inter-ministerial ad-hoc committee to explore and promote the use of technology for educational purposes. PHARE is positioned to play a leading role in this committee's functioning and through its workings will aim to leverage support for greater technology access in primary schools. PHARE will also in the coming year expand from its fruitful contacts with Orange to outreach to other private partners, in an effort to ensure that potential funders defray some of the costs of both the use of radio and other possible technologies.

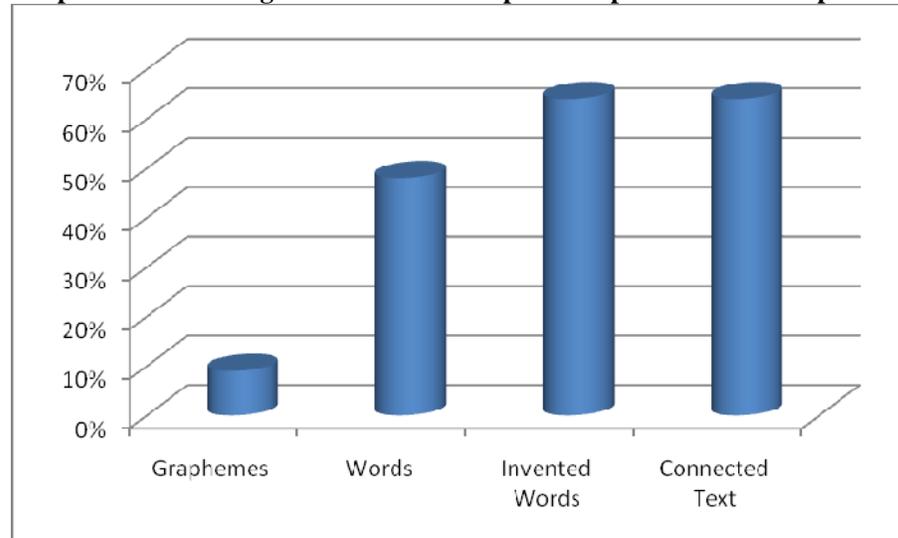
### **II.B.5) Sub-result 1.5 Student Evaluation Systems**

The development of Mali’s version of the Early Grade Reading Assessment (EGRA) and baseline testing was a seminal accomplishment of the USAID/PHARE program’s first year. Starting in mid-October of 2008, USAID/PHARE program staff held preliminary meetings with the staff of the CNE to draw up an action plan for introducing EGRA in Mali. Through a series of meetings and workshops in November, the program personnel and the CNE staff developed a series of exams and items for testing students’ abilities in basic reading competencies in French in grades two, four, and six.

EGRA is unique in that it uses a series of between 5 and 7 sub-tests to examine a range of competencies, such as phonemic awareness, fluidity, and comprehension that all children must possess in any given language in order to be able to read that language. The test does not use a traditional pen-and-paper format; children taking the exam sit in front of an administrator and use a child’s test packet to provide their responses orally to the prompts they are given (i.e. “Do you see the letters written on this page? Can you read them out loud to me, in order?”). With the results scored by competency for an entire classroom, school, district, region, or country, it becomes possible to see which of the various competencies that make up reading mastery are weakest and need the greatest focus. From there, USAID/PHARE program staff and Ministry counterparts will be able to design training and instructional interventions that will effectively assist Malian children to increase their reading skill.

In December, 2008, program staff piloted the recently completed exams in 8 CAP and 64 schools. Of 848 4<sup>th</sup> graders tested, 9% were not able to complete the sub-test on sound-letter associations (graphemes), 48% were not able to complete the sub-test on word recognition, 64% were not able to complete the sub-test on invented words, and 64% were not able to complete the sub-test on reading connected text. These results (see table below) indicate that although many children in grade four may know their entire alphabet, they are not able to use what they know about letters to identify the sounds those letters make in words or to read fluently with any level of accuracy. The results did not seem to differ in relation to whether schools were using a particular curriculum or in relation to whether they were in rural or urban areas. This would seem to indicate a generalized lack of skill, at the teachers’ level, with assisting students to strengthen their phonemic awareness and to learn to read in context.

**Graph One: % of 4<sup>th</sup> grade students from pilot sample unable to complete a specific EGRA task**



After the pilot testing of the first versions of the EGRA exam, program staff and CNE counterparts made appropriate corrections and adaptations to ensure that the final 2009-2010 test items were valid

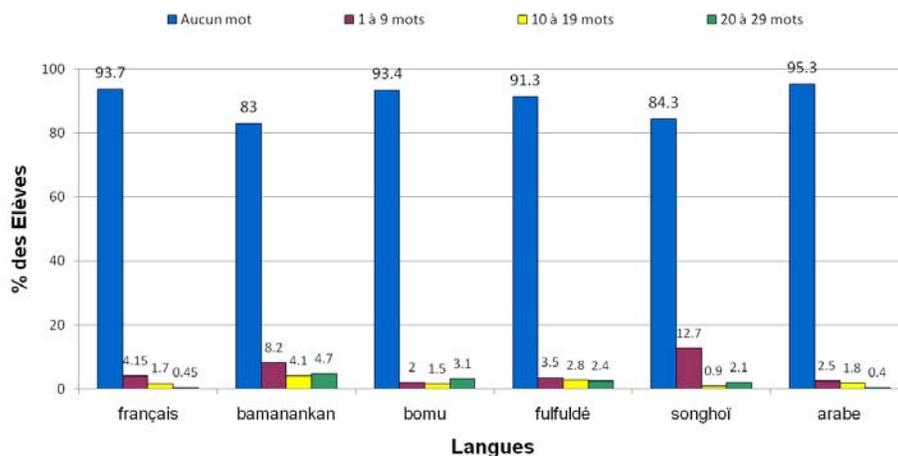
and reliable and in line with educators' beliefs about what a child in a particular grade level should be able to read with success. In the period of February to March, 2009, program staff conducted a random sampling from across 60 CAP (10 were excluded from the first population for security concerns) to determine the final sample for the nation-wide administration of the EGRA exam. During the same period, teams of pedagogical counselors from the selected CAP were trained by the team from the CNE on the administration of the exam. The total number of schools included in the sample and students included by grade is shown in the table below.

Type of School	Number of Schools	Year of Study			TOTAL
		2eme	4eme	6eme	
Regime classique (français)	31	411	403	376	
Regime curriculum (français)	31	n/a	415	393	
Medersa (français)	31	n/a	n/a	353	
Medersa (arabe)	32	444	426		
Regime curriculum (bamanakan)	24	464	n/a	n/a	
Regime curriculum (bomu)	25	592	n/a	n/a	
Regime curriculum (Fulfulde)	20	437	n/a	n/a	
Regime curriculum (Songhoï)	25	472	n/a	n/a	
	<b>219</b>	<b>2820</b>	<b>1244</b>	<b>1122</b>	<b>5186</b>

The testing took place in April, 2009, and all of the teams (there were 34 in total) had completed test administration by the end of the first week of May. Several weeks of data entry followed. For the analysis portion of the work, RTI consultant Jennifer Spratt led an initial workshop with CNE and other MEALN staff members in late June and early July. A series of other workshops, facilitated by RTI consultants Wendi Ralaingita and Dr. Cheick Oumar Fomba were held to complete data analysis and draft the final EGRA report. The MEALN Secretary General requested that the results of both the PHARE EGRA and the Hewlett national language EGRA tests be presented together first, to the Minister's extended cabinet and second, to the regular donor's meeting. These presentations will take place during the next quarter.

The general story that has emerged from the baseline EGRA tests is consistent with what was found at the time of the pre-test: children's inability to read is widespread across languages, school and curriculum types. In fact, factors such as the type of curriculum in use or the language of study do not have much of an effect. The table below, which indicates that 83% (or more) of students in 2<sup>nd</sup> grade students were unable to read familiar words correctly independent of language of instruction is indicative of the depth of the problem.

### Proportion d'élèves représenté par categorie de score mots correctes par minute (texte)



The USAID/PHARE team concludes from data such as these that the main challenge facing Mali at this time is one of reading methodology and strategies, and not one of language, per se. This has significant implications for the work of the program, as it argues that all teachers, no matter what language of instruction they are using, should be supported in approaching the teaching of reading using strategies more likely to produce the kinds of student results described in the student competency framework.

USAID/PHARE looks forward to completing the analysis of the EGRA data and to sharing the full results with the Ministry and with the donor community in the next quarter.

### **III. INTERMEDIATE RESULTAT 4 : Improved Access to Quality Basic Education for Targeted Populations (Results 15-22)**

The sub-results under Intermediate Result 4 focus on supporting populations that have specific educational challenges or currently have difficult access to formal education. These populations include children in Mali's medersas, children in isolated rural areas and children with special needs.

#### **III.A. Expected activities**

- Conduct descriptive study of current state of Mali's medersas
- Adapt IRI programs for medersa context
- Create partnerships to expand access to education

#### **III.B Actual Activities and Achievements**

##### **III.B.1) Sub-Result 4.1 Improving Instruction in Mali's Medersas**

PHARE's work with the medersas continued steadily throughout the quarter. Three main actions were undertaken:

- a) collecting the data for the medersa sector study (from mid-April until mid-May),
- b) completing the pilot program with 10 medersas that had been experimenting with the IRI programming, and
- c) preparing and submitting to the US Embassy and the Department of Defense, at USAID's request, an application for additional funding for textbooks and classroom materials for Mali's medersas.

##### *Descriptive study of the state of Mali's medersas*

The USAID/PHARE program designed and conducted a nation-wide study on the country's medersas in the months from January to April, 2009. The sector study is intended to provide a summary of the current state of education in the medersas, addressing themes such as history, types and characteristics of the medersas, governance (including ownership and leadership), financing, stakeholder and community perceptions, teachers (including recruitment, qualifications and management), students (including future opportunities), the impact and effectiveness of the medersas (including pedagogical practices and the availability of instructional materials) and formal education linkages (including relations with MEALN structures). Terms of reference for the study were developed and vetted with the MEALN, USAID and the US Embassy. Arabic-speaking researchers were recruited and trained to administer the study instruments.

A total of eleven instruments were developed and administered including questionnaires, interview guides, focus group protocols, classroom observation tools and checklists. Researchers interviewed or administered questionnaires to teachers, principals, medersa owners, and religious leaders and conducted focus groups with parents and students. The result was a rich bank of qualitative data.

Given the qualitative nature of the data, data entry proved to be much slower than expected. Multiple demands on concerned program staff during the summer months in preparation for the opening of school in the fall of 2009 also inhibited progress. Data entry is now near completion and PHARE expects the analysis and reports to be finalized by January 2020.

#### *Improved French Instruction in Mali's Medersas*

USAID/PHARE, in its first year of program implementation, is funded partially through the Trans-Sahelien Counter-Terrorism Partnership (TSCTP), a State Department initiative intended to provide development support to areas where lack of essential social services could cause undue social unrest. USAID/PHARE's TSCTP funding is intended to enable the program to reinforce French instruction in the country's medersas. Medersas are the fastest-growing sub-sector of the school population in Mali, increasing by between 14-21% per year. Assisting the students in medersas to achieve a better mastery of French by their date of graduation will assist them to take advantage of improved opportunities for future study and for employment, thereby lessening their chances of being influenced by extremist ideologies.

USAID/PHARE's work with the medersas of Mali began with a series of preliminary meetings in the year's 2<sup>nd</sup> quarter with representatives of the Malian Union of medersas and of the DNEB's medersa section (a portion of the Division of Fundamental Education or the DEF). In these meetings, USAID/PHARE program staff explained that the major interventions of the program in the medersas would take place along three axes:

- a) the introduction of radio-based learning to support French instruction,
- b) an invitation to medersas to participate in the face-to-face trainings that USAID/PHARE will offer on balanced literacy instruction, and
- c) the inclusion of the medersas in the other technology-related pilot programs that will be undertaken by the program.

Following these explanations, the union and Ministry representatives agreed that a preliminary selection of 10 medersas would be an ideal population in which to pilot the use of the radio-based programming. The pilot program was to serve two purposes:

- a) determining how easily the populations in the medersas would adjust to the use of the radio programming and
- b) determining whether the medersas would be able to use the radio programming as broadcast to other audiences.

With information on these two critical questions, the USAID/PHARE program would better be able to plan its interventions for the year 2009-2010.

USAID/PHARE organized the training for the directors, teachers, and parent representatives from these 10 medersas in March of 2009. At the training, the schools were provided with copies of the radio programs, with a guiding curriculum document to demonstrate the correspondence between the programs for broadcast and the curriculum used by the medersas, and with feedback forms for reporting on use of the broadcasts. Teams analyzed the feedback from the forms in the period of May-June, 2009. The main observations included the following:

- a) In general, the medersa personnel appreciated the use of the radio programming and found it to be a positive addition to their instructional routine;
- b) Medersa personnel do not all follow one, constant schedule in coming to teach at their schools; as a result, it will not be possible to broadcast to them but will rather require pre-recording and issuing the programs to this population;
- c) Medersas do, often, follow the CNE-recommended curriculum for French in medersa settings; this curriculum recommends the introduction of French as a subject starting in the third grade. This, in turn, means that the radio programs for grade one will most likely be used by medersa grade three classrooms;

- d) All schools in the pilot program experienced a delay between completing the training and beginning the use of the cassettes; the program staff determined that this was due to the fact that those trained had to return to their communities and negotiate the use of the cassettes with medersa proprietors, parents, and school committee authorities;
- e) Some teachers found it difficult to complete the volume of programs distributed (only a small percentage were able to use all of the programs before the end of the school year);
- f) A small minority of respondents found that the music that accompanied the programs was inappropriate for an Islamic setting and requested that it be removed.

Following this first effort to introduce the use of radio-based programming to the medersas, the USAID/PHARE program proceeded with the formative evaluation of certain of the grade one programs in 3<sup>rd</sup> grade classrooms in the medersas. During July and August, in the El Ouloume medersa in Djelibougou and at the Sabilou Assada medersa in Faladie, program teams completed the formative evaluation protocol for 23 broadcasts. Although small imperfections in the program draft recordings (i.e. a pause that was too long, or a conversation sequence that was in the wrong order) were noted, there were no adverse reactions in either medersa to the content of the programming. Indeed, the formative evaluation reports indicate that the children in the classes adored the programs, and often asked for more than one to be played in the course of a morning. From these two experiments (the 10-medersa pilot during the school year and the formative evaluations in two medersas during the summer months), the USAID/PHARE program concludes that it will not be problematic for the medersas to use the IRI programming during the 2009-2010 school year.

#### *Department of Defense funding proposals*

As reported in the last quarterly report, USAID/PHARE staff developed a series of funding proposals for the US Embassy in relation to the support of improved French instruction in the medersas this year. These proposals, developed at varying funding levels at the request of USAID/Mali and intended for submission to the Department of Defense, were for the following potential activities:

- a) reproducing local textbooks for Malian medersas,
- b) providing primary school instructional materials for improved quality of instruction in Malian medersas,
- c) providing multi-media technology for improved quality of instruction in Malian medersas,
- d) supporting the creation of an educational radio channel for Mali, and;
- e) providing support to the instruction of English in Mali's medersas.

USAID/PHARE remains hopeful that these requests, or some version thereof, will receive USAID support and US Embassy recognition, as each element proposed could play a significant role in improving the instruction of French in Mali's rapidly growing medersa population.

#### **III.B.2) Sub-Result 4.2 Participation in the MEALN's Planning and Supervision Activities Related to the One-Classroom and Mobile Schools**

USAID/PHARE's activities in this sub-result area focus on supporting the MEALN's initiatives to institute one-classroom schools in villages too distant from a primary school for children to arrive at school regularly with ease. This is an initiative that the MEALN launched in 2007 after seminal GPS research under the PADDEM program demonstrated that many children in rural Mali are at least 3 kilometers from an elementary school, (if not further). This particularly impacts the education of girls, since parents are reluctant to send their daughters far from home for long periods each day.

Throughout its first year of operations, the PHARE program participated in all ministerial meetings and consultations relative to one-classroom schooling. The MEALN selected five schools for support in operating as one-classroom schools. PHARE staff participated in all technical assistance activities to these schools, contributing expertise to the development and execution of training modules in January and in May, 2009. PHARE staff also contributed to the completion of the Hewlett-foundation

sponsored study of the one-classroom school model (Hewlett had financed OMAES in order to support one-classroom schools, and organizes the evaluation to gauge the efficacy of the investment) During the evaluation, PHARE staff provided background information, and attended both the provisional and the final restitutions of results.

The PHARE program's analysis at this time is that the one-classroom school model in its entirety, as indicated in the external evaluation carried out with Hewlett funding, has not yet been implemented by the MEALN. All five schools supported in the 2009-2010 year were schools already in place and some already engaged in multigrade education. PHARE's next step is to work with Ministry counterparts to ensure that the pedagogical package available for the one-classroom schools is of high enough quality to enable the schools to function with ease. As the Ministry works to organize the creation of additional one-classroom schools, the PHARE program (through partner IEP) will begin work on revising and updating the instructional package to ensure that when new one-classroom schools are launched the teachers can receive the support they need to deliver quality instruction.

### **III.B.3) Sub-Result 4.4: Public / Private Partnerships**

USAID/PHARE's activities in search of public-private partnerships to subsidize quality in education included:

- Hosting a visit from Microsoft South Africa to explore partnership opportunities
- Drafting, editing, and signing a public-private partnership memorandum of understanding with the William and Flora J. Hewlett Foundation in relationship to the administration of the EGRA testing series, and
- Participating in a number of preliminary partnership meetings with the Orange Corporation to determine how Orange might best become an actor in increasing access for teachers to internet-based instructional resources.

In November of 2008, the USAID/PHARE program hosted a visit from Kevin Connolly, from Microsoft South Africa, to explore possible technology applications that might have backing from Microsoft. Among these were: a) portable battery-powered projectors; b) the N-computing system mentioned earlier, and; c) the Mighty Mouse solution where several mice are attached to a single PC and screen. USAID/PHARE will present these options, and any others identified, when we present the final results of the environmental scan.

From November 2008 to March of 2009, the USAID/PHARE program worked in close partnership with subcontractor RTI, with the William and Flora J. Hewlett Foundation, and with USAID to sign a memorandum of understanding that enabled resources from these different sources to be pooled for a single data collection of EGRA data in Mali. This first public-private partnership demonstrated that such joint efforts are much more cost-efficient than separate efforts to achieve the same goal (i.e. creating a database of student testing results) but they also demonstrated the intensive effort required to bring such a partnership to fruition. USAID/PHARE will apply these lessons learned in the establishment of future partnerships.

Finally, during this year, the USAID/PHARE program followed up on the successful smart phone pilot in Kati (see domain four) with several meetings with the Orange Corporation, and submitted a list of potential funding areas to corporation representatives. This process, and the process of coordinating with the Orange Foundation, will continue in 2009-2010.

## **IV) Program Monitoring and Evaluation**

### **IV.A Expected activities**

- Develop final version of performance monitoring plan
- Monitor use of Grade 4 IRI programs

## **IV.B) Actual Activities and Achievements**

### *Development and Submission of the Performance Indicators for the PHARE program*

One of the major technical achievements of the program's first year was completion of the program monitoring and evaluation plan. This plan, which has now been approved by the COTR, lists in detail the targets that the program must achieve for years two through four under the contract. It is the product of multiple meetings, both within the team, with USAID representatives, and with representatives of Malian Ministry departments. The plan has been shared and discussed in a recent series of meetings with the Academies and the CAPs, and is now the guiding framework that will shape the monitoring and evaluation work of the program going forward into the 2009-2010 year. With assistance from EDC consultant, Norma Evans, a draft procedures manual for monitoring and evaluation (see Appendix D) was also developed during the 4<sup>th</sup> quarter. Staff also completed an internal audit of our data and identified areas of weakness.

This plan will be a centerpiece for the execution of the monitoring and evaluation activities in the field with support of the AE and CAP personnel as anticipated in the draft grant documents currently awaiting final approval by USAID.

## **V. Management and External Relations Issues**

The PHARE program benefited, during its first year of implementation, from direct oversight and involvement of the MEALN Cabinet. This interest of the cabinet was confirmed by the MEALN Counselor responsible for Basic Education in the very first meeting held with the USAID Education Team and MEALN and PHARE program staff in September 2008. In many ways it is indicative of the Department's appreciation of USAID's considerably increased support to the education sector. The former Minister of Basic Education, Aminata Diallo Sidibe, met twice with USAID and program staff at her request, wanting to be personally involved and kept abreast of program implementation. She also participated in an IRI session in a classroom in Kita in February 2009. PHARE staff also met with the new Minister of Education, Salikou Sanogo at his request, within a month of his appointment, and he has been very supportive of the radio channel initiative, writing directly to the Minister of MCNT requesting her involvement.

### *Ministry Technical Committee for PHARE*

In September last year, the Ministry appointed a Technical Committee to oversee the planning, monitoring and review of PHARE program activities and technical products (Decision No. 08-00960/MEBALN-SG). The Committee is composed of representatives from the various divisions of the DNEB and the CNE most involved with PHARE program implementation along with representatives of the CADDE and CPS. Under the leadership of the Assistant Director of the DNEB, the committee met regularly once a month throughout the year. The committee serves a vital role in ensuring awareness of program activities and technical interventions and provides a mechanism for systematic review and exchange of information.

With regard to the validation of PHARE technical inputs, as the year evolved, the committee decided that such validation was the responsibility of the specific MEALN divisions with the required technical expertise rather than the purview of the committee. It was important that information be shared with the technical committee on a regular basis and that committee members have the opportunity to observe first-hand the implementation of technical activities. Input from technical committee members would be noted and considered. However actual validation was to be left to the concerned MEALN divisions.

### *Steering Committee / Comité de pilotage*

During that first meeting with the Ministry's Counselor for Basic Education, the question of a Cabinet level Steering Committee to supervise implementation of all of USAID's programs was evoked.

Terms of reference for a revived Steering Committee were developed and circulated early in 2009, but given the delay in start-up of the new USAID funded programs in decentralization, the first meeting of the Steering Committee was not held until August 21, 2008. The PHARE program participated fully in this meeting which served to introduce Steering Committee members to the new EDP, PGP2, Tostan, and Papa programs as well as provide an update of PHARE Year 1 activities.

*Proposed formal grants agreements with Academies and CAPs*

When the PHARE proposal was drafted, EDC made a conscious decision not to open regional program offices. The intent was to work closely with the existing Ministry structures at the regional (Academie d'Enseignement / AE) and district (Centre d'Animation Pédagogique / CAP) levels. If PHARE pedagogical interventions are to be sustainable beyond the life of the program, then these structures must be fully aware, involved with and committed to their implementation. We believe that channeling technical as well as financial inputs through these structures and ensuring that AE and CAP staff are trained and able implementers is the best way to foster ownership of program innovations at the decentralized level.

In order to formalize this relationship and ensure greater technical and financial accountability, EDC developed a draft grants award document that would be signed with the Academies and a memorandum of understanding that outlines technical responsibilities on the part of the AEs and CAPs as well as on the part of EDC. Under the agreement, EDC will partner with AE and CAP personnel for the implementation of all teacher training activities as well as monitoring and evaluation activities (See copies of the draft documents in Appendix B)

This document was submitted to USAID for approval in August 2009. In the meantime a one-day session was held with all Directors of the AE on September 16 in Bamako to provide an overview of the technical inputs planned for this academic year, a review of the PHARE performance monitoring plan, and to schedule regional planning and budgeting meetings in the next few weeks.

These 2-day sessions were held in September and early October in each AE region and included the participation of all CAP Directors from the region along with financial and planning staff and at least one pedagogical Counselor. The AE participants included the Chief financial officer, the chief planner, and the heads of the training, basic education, and communications departments. (See correspondence and related documents in Appendix C).

One significant document distributed during these sessions was a letter from the DNEB dated September 28 (No. 0243) addressed to the Directors of the AE regarding the planning of PHARE activities and their integration into the action plans of the AE and CAPs (see DNEB's letter in Appendix C). The DNEB also asked the AEs and CAPs to consider the monitoring of PHARE activities as part of their normal work.

In a similar vein, the DNEB asked PHARE not to develop a separate monitoring and evaluation report form for principals to complete, but rather incorporate our needs into the monthly monitoring report that the principals already are required to submit to the Department. Several consultations were held with the Director of the DNEB and with the Division of Fundamental Education which has primary responsibility for monitoring the monthly principal reports.

Both of these actions were extremely welcome, in that they show increased ownership of PHARE program interventions by the Department and contribute to long term sustainability.

## **II) CHALLENGES, CONCERNS, and COMMENTS**

It must be recognized that Mali is a highly challenging educational context in which to work. The table below provides insight into challenges that are likely to affect the functioning of the USAID/PHARE program. The table presents the challenge, a brief explanation, a risk rating (low, moderate, or high), and a potential course of action.

<b>CHALLENGE</b>	<b>EXPLANATION</b>	<b>RISK</b>	<b>POTENTIAL ACTION(S)</b>
Developing programming and materials that respond to the MEALN's vision of quality schooling	The leadership of the MEALN is not unanimous in regards to key quality-related issues (i.e. language of instruction, number of children per class, etc). The lack of consensus around an educational vision leaves technical assistants often unsure how to proceed.	High	<ol style="list-style-type: none"> <li>1) Conduct the proposed study of the technical gains of PRODEC as rapidly as possible</li> <li>2) Galvanize support at the highest levels of the US government in Mali (i.e. Ambassador) and of the Malian government (i.e. Prime Minister's office) for the renewal of the Ministry's technical vision.</li> </ol>
Communicating efficiently with MEALN leadership and multiple actors	The MEALN has little developed capacity for internal information sharing and a great deal of overlap in job responsibilities between departments. The PHARE program finds it challenging both to remind key players at all times of PHARE's connection to certain technical activities underway and to constantly play a communications role on behalf of the MEALN.	Moderate	<ol style="list-style-type: none"> <li>1) Identify resources that could be used to hire a staff communications position</li> <li>2) Complete a program communications plan</li> <li>3) Rely on USAID to maintain the steering committee meetings at the cabinet level and to represent PHARE and other USAID programs with clarity in meetings of the cadre partenarial</li> </ol>
Sustaining maximum effort levels across all of PHARE program domains	The PHARE program responds to 9 USAID intermediate results and to 23 contract results statements. The scope of work is extremely broad in a context where each domain also requires in-depth work. Ensuring that all teams work at maximum capacity on all fronts at all times is a significant challenge.	Moderate	<ol style="list-style-type: none"> <li>1) In the process of finalizing the upcoming budget modification, better define with USAID how the 23 contract results statements align with the 9 sub IRs governing the PHARE programming.</li> <li>2) As a function of what is agreed upon with USAID related to the 23 contract results and the 9 sub IRs, reorganize team assignments to ensure that all work tasks are completed with quality</li> <li>3) Identify resources to hire an individual to take the lead on the work with the technology pilots</li> </ol>
Influencing the course of instruction in Mali's IFMs	Mali's teacher training institutes remain in a pedagogical limbo; the new curriculum due to be launched this year in January is not at all ready to be tried in the institutes. Until a firm decision is made about the fate of this curriculum and its development process, it will be difficult to create lasting change in the IFM.	High	<ol style="list-style-type: none"> <li>1) Continue to seek a round-table on the issue of the IFM curriculum with all important actors, including the minister himself.</li> </ol>
Galvanizing parents' support for changes in reading instruction	No lasting change has ever occurred in Malian schools without the endorsement of parents. USAID/PHARE's pedagogy efforts must, therefore, include an outreach component to involve parents and	Low	<ol style="list-style-type: none"> <li>1) Ensure that community outreach activities are an integral part of planning and working in the field</li> </ol>

<b>CHALLENGE</b>	<b>EXPLANATION</b>	<b>RISK</b>	<b>POTENTIAL ACTION(S)</b>
	communities in transforming instruction.		
Gaining accurate technical and financial information from CAPs	The personnel in the CAPs do not visit schools on an extremely regular basis, and so do not always know what the exact situation is in one school or another. This has a significant impact on activities such as the EGRA and medersa data collections. Also, if protocols for training and monitoring activities are signed with the CAPs, the need for close communication and accurate data transfer will increase.	Moderate	<ol style="list-style-type: none"> <li>1) Put in place as rapidly as possible a cell-phone, internet-based system for data transfer in real time</li> <li>2) Identify and hire grants managers if approved by USAID.</li> </ol>
Coordinating activities with EDP and PGP	In the 800 schools and the focal AEs and CAPs of the EDP and PGP programs, the three programs (including USAID/PHARE) need to be working at maximum capacity to complement and reinforce each other's messages. If this does not occur, the US cooperation will end up looking fragmented to the beneficiaries in these areas. Similarly, since EDP is supposed to support the creation of one-classroom schools and USAID/PHARE is to support the provision of technical assistance in pedagogy to those schools, close coordination is needed.	Moderate	<ol style="list-style-type: none"> <li>1) Institute regular joint planning and monitoring sessions for these 800 areas</li> <li>2) Rely on USAID to continue to support information flow amongst the partners</li> </ol>

## **Appendices**

- Appendix A Storybook for level 1 students to support literacy acquisition
- Appendix B Draft grants documents for AEs and CAPs
- Appendix C Documents related to Planning Sessions with the AEs and CAPs
- Appendix D Draft monitoring and evaluation procedures manual